



**4K Outreach-COVID-19
Guidance/Consideration Document
January 1, 2022**

4K outreach supports the belief that families are valued core partners in the educational process. Families have both the right and the responsibility to share in decisions about their child's education and development. Outreach is intended to develop and promote partnerships between families and schools and to support families in their role as the primary educators of their children.

During the current health pandemic, outreach plays a crucial role in supporting children, families, and communities. The importance of connections between families and schools cannot be understated. Rather than viewing COVID-19 as a barrier to implementing outreach, educators can embrace this as an opportunity to strengthen partnerships.

This document provides information related to outreach requirements and considerations for planning and implementing equitable outreach during COVID-19, keeping the focus on the health and safety of all.

Outreach Requirements

1. **Hours: There have been no changes to the outreach hour requirements. Districts are still expected to offer 87.5 hours of outreach to all 4K families.** Outreach hours are above and beyond those that are considered part of the overall school family engagement activities.
2. **Format:** Activities can take a variety of formats. They do NOT need to be in person.
3. **Logging/Tracking:** Activities are still expected to be logged/recorded by districts. Information will be kept within a central location determined by the district and be available for auditing.
4. **Purpose/Focus:** Activities can focus on a variety of topics that are supportive to families. They do not need to be focused solely on academic and/or social emotional development. They may also focus on health and safety, connections to community resources, and activities that strengthen partnerships with school district personnel/initiatives. It will be important to prioritize outreach based upon the specific needs of children and families during this time of COVID-19.

Considerations for Planning

1. What is the current health and safety guidance provided by your school district and county health department? These need to be followed as activities are planned and implemented.
2. What is the purpose of the outreach efforts? Identifying the purpose and outcomes you hope to achieve should be defined *before* an activity is decided. The purpose/desired outcome should guide the planning of the activity.
 1. Equity - students getting what they need when they need it - should be a guiding factor in identifying outcomes. Outcomes from previous outreach activities may or

may not be appropriate. Districts are encouraged to review previous outcomes and prioritize/modify/identify new outcomes as needed.

3. How will the activity promote and allow for circular communication with families and community members? Outreach activities should not be viewed as a “one-way” communication. Circular communication allows for shared learning and can guide the development of ongoing outreach activities throughout the year.
4. Are planned activities culturally and linguistically responsive? Are they accessible and equitable to all families? If not, how might you plan activities that would be more inclusive of families and community members?
5. Who are or who may be your community partners to support the outreach activities? Activities can be planned in coordination/collaboration with community resources.

Considerations for Logging/Documenting Outreach

1. Logistical: Date, Lead Organizer/Facilitator, Outreach Hours
2. Name and format (in-person, virtual, etc.) of activity:
 1. Anticipated outcomes/goal
 2. Brief description
 3. Co-planners/facilitators (e.g., library, community support, etc.)
3. Number of Families Participating
4. Relevant Notes/Reflection: The below questions offer opportunities to reflect upon completed outreach activities to help to guide planning and implementing future activities.
 1. Was it successful? Was it not so popular?
 2. What might be some follow-up questions/ideas/modifications?
 3. Would you repeat this activity again? Why or why not?

Below are examples of outreach efforts that are acceptable during this time of COVID-19. These are offered to support districts in developing outreach activities that best meet the unique needs of their individual districts and communities.

Examples of Acceptable Activities:

1. In-person activities that follow local allowable physical distancing and health guidance. (Note: If this is not a viable option for all families as some families are at high risk for COVID-19 and cannot attend, this is not an option).
2. Virtual Connections:
 - a. Topical Discussions, Q &A, etc., that are set up via a virtual connection. (Think of this like one of your current activities but done via virtual means.)
 - b. Pre/post information/ideas connected to lesson plans/instructional time
 1. What information can be provided before/after virtual instruction that would allow for extended learning for families to gain more understanding about their child’s development and how they can support it?
 2. Remember to think of the circular connection with families. Possible “office” hours for families to connect with teachers to chat about what they learned and to ask questions.
3. Pre-recorded “webinars”
 - a. What information might you want families to know that could be pre-recorded (don’t make it too long) that families could watch on their own time? (e.g., tips for

- early literacy, social-emotional, play expansions, orientation to K, talking about race, etc.). Again, think about setting up a reconnection time to discuss this information.
- b. Virtual Museum/Nature/Travel tours. Provide families with links and a few guiding questions for them to use when watching these with their children.
4. Class projects: What could be done individually by each family and child and then sent to you to produce/share? As you think of these, identify what it is that you want the families to learn/experience with their children (i.e., the outcome of the activity) and share that with families. Some examples of project could include the following:
- a. Making a classroom cookbook. Each recipe is chosen, illustrated, and written by the children and families.
 - b. Making classroom books with themes like “These are our favorite things,” “We wonder about,” “This is why I am special,” etc.
 - c. Writing and producing a classroom song/play, based on ideas shared by families and children.

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